

Broome Community College "W" Course Module

The independently arranged "W" Course Module is intended for students preparing to graduate who, through no fault of their own, lack the required two Writing-Emphasis Courses. Students who petition for the Module would include those who through misadvisement or illness did not take the scheduled "W" course. On the other hand, this provision could also apply to transfer students who have completed general education courses at another institution but not in "W," modes. In some instances they could avail themselves of the "W" Module to fulfill "W" requirements.

This Module is not intended to act as a substitute for a department's or curriculum's "W" Course. It does not exempt students from trying to fulfill the original "W" requirements.

Students applying for the independent study module must prove that they have been unable to take traditional "W" Courses. The "W" Course Module will be attached to a regular departmental course and carries no additional academic credit. This provision allows a student to utilize an academic course and apply writing assignments to course content.

Under normal circumstances, students are expected to petition for this Module no later than the fifth week of classes (**no applications are accepted after the withdrawal deadline**) following the prescribed route:

1. Student petitions department chair.
2. Chair reviews petition to see that a "hardship" case exists.
3. Student takes proposal form to faculty, requesting that faculty adapt the guidelines to the content course, preferably within the student's curriculum.
4. Faculty sends proposal to chair who determines that a legitimate academic experience exists.
5. Chair forwards proposal to dean for approval.
6. Dean sends proposal to WINC (Writing Initiatives Network Committee, c/o Susie Williams) for approval and to ensure consistency with regular "W" procedure.
7. WINC representative sends proposal to Registrar.
8. Upon successful completion of the Module, the faculty informs the registrar who adds "W".

Broome Community College Writing Emphasis Module Proposal

Student's Name _____ Social Security # _____

Address _____

Curriculum _____

Semester/Year _____

Course Name and Number

Instructor _____

Completion Date _____

Reason for Proposing a "W" Module:

How will this course meet the "W" Course Guidelines? Please indicate types of assignments, number of pages, an explanation of how these assignments will stimulate critical thinking about course concepts, evaluation criteria, and revision policies. (Attach additional sheet if necessary).

The above provisions have been agreed to and approved by:

Student _____ Date _____

Instructor _____ Date _____

Department Chair _____ Date _____

Division Dean _____ Date _____

WINC Representative _____ Date _____

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BCC “W” Course Module Guidelines

“W” course modules help students use writing as a learning tool, to engage in critical inquiry, and to demonstrate learning, understanding, and analysis within a discipline. Students should use a writing process (which may include planning, drafting, revising) which considers comments from various readers; focus on a purpose for writing recognized as legitimate within a specific discipline; address an audience of members of the discipline and use appropriate conventions of writing in that discipline (such as tone, organization, documentation). Students in a “W” course should have the opportunity to receive guidance and feedback on their writing. “W” courses should provide clear and consistent criteria for evaluation of writing. Students should produce approximately 2,000 – 2,500 words of formal writing (the equivalent of 8-10 pages, double-spaced) that has been revised substantially. In this context, formal writing means writing which is intended to communicate with an audience and which meets expectations of minimum proficiency. As you develop your “W” course module, address the following questions:

Do you provide:

- ☐ A list of writing activities you plan to use in your course to help students:
 - ✓ learn course material more actively and effectively?
 - ✓ write for their discipline/profession?
- ☐ An explanation of how these writing activities in particular will help the students to think critically about course concepts and to enhance their learning and communication skills?
- ☐ An explanation of how and why you will encourage students to use a writing process, including activities such as brain-storming, freewriting, mapping, outlining and producing multiple drafts of the writing assignment?
- ☐ A list of the types of opportunities students will be given to receive feedback on assignments?

- ☐ A range of opportunities for multiple readers, so students come to see that you are not the only reader for whom they write or their only source for writing assistance? Consider the following options:
 - ✓ in class peer review/ mini workshops?
 - ✓ visits to the Writing Center?
 - ✓ consultations with other faculty or employers?
- ☐ An explanation of how you evaluate and grade writing assignments?